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Peer-Based Group Well-being Coaching as a tool for Promoting Faculty and Staff well being —a campus culture-change initiative

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OBJECTIVES

1. Describe a model for group-based, peer well-being coaching.
2. Discuss how group-based peer coaching can impact overall well-being for faculty and staff within an academic community.



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THANKS TO OUR TEAM:

GUSTAVUS ADOLPHUS COLLEGE (GAC):

1. Stephen Bennett, PsyD,
2. Judy Douglas
3. Heather Dale, PA-C

Jayne Sommers, MA [GAC alumni, PhD student at UMN]

UNIVERSITY OF MINNESOTA (UMN)— CENTER FOR SPIRITUALITY AND HEALING:

1. Karen Lawson, MD, ABIHM
2. Becky Gorman, PA



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BACKGROUND--UMN



- 2005 UMN launched the first graduate training program in Integrative Health Coaching at a major 4-year University,
- gained significant experience in design and implementation of specific educational curriculum,
- including the development of a foundation model—the 4-Pillars of Health Coaching.
- In recent years, exploring professional health coaching in a group setting.

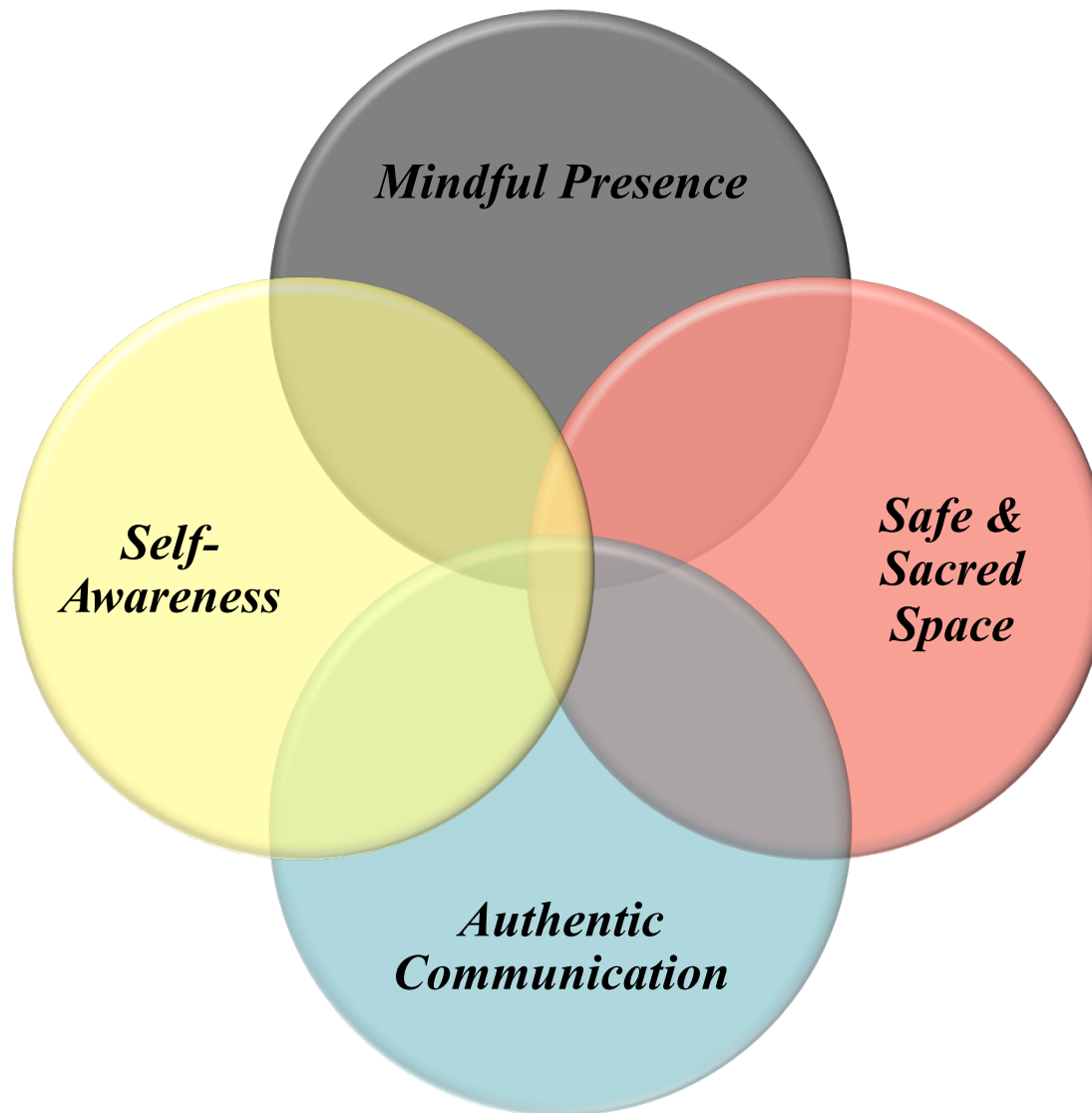


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The 4-Pillars of Health Coaching





BACKGROUND--GAC

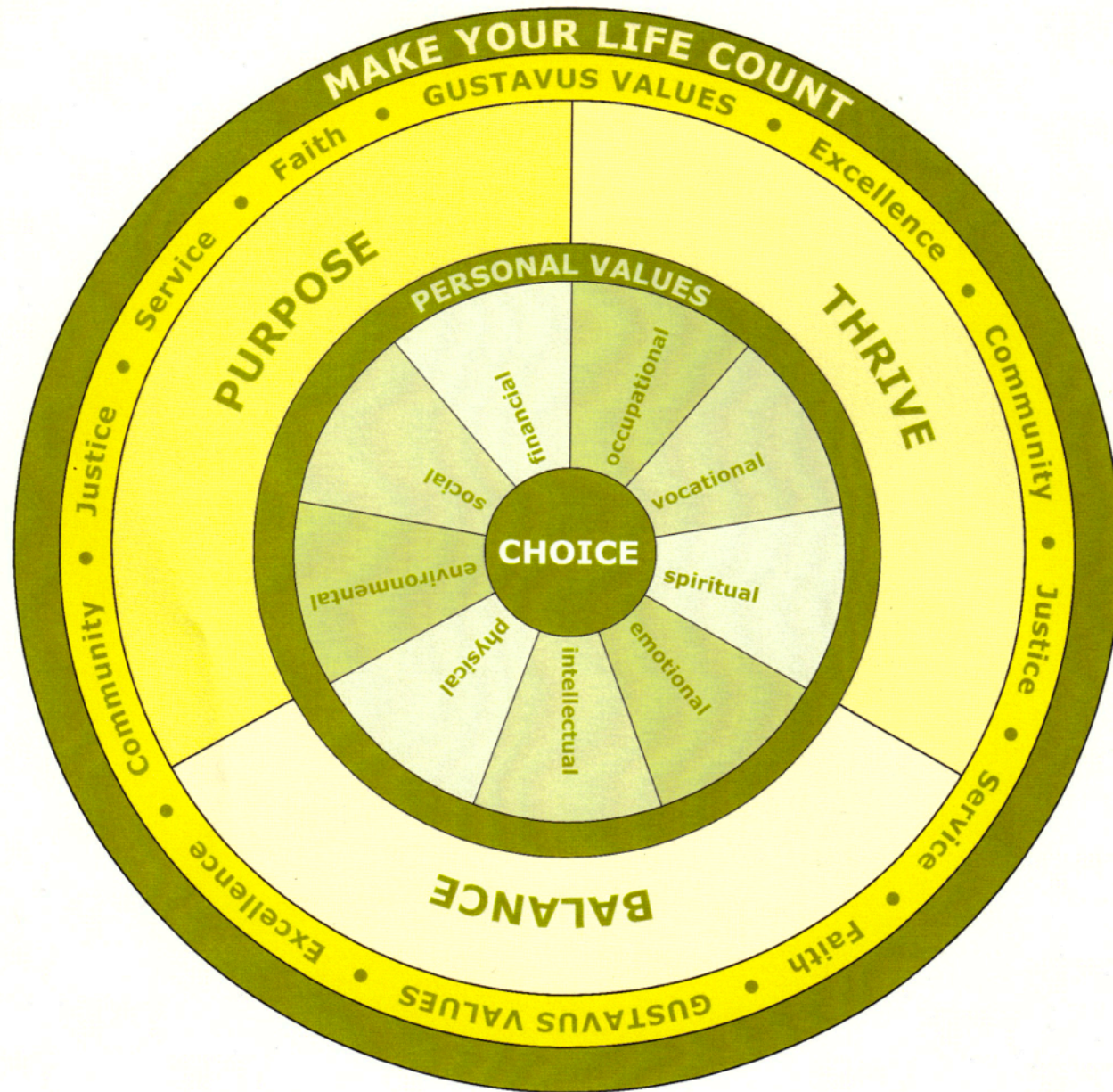
- Over 5 years of accelerating wellbeing efforts,
- Task force on Wellbeing had already developed a comprehensive Gustavus Wellbeing Model, offered MBSR and contemplative practices, as well as, workshops on vocation, for faculty and students.
- 2012, GAC committed *“to purposefully foster the health and wellbeing of individual members of the college, creating a healthy organizational culture in which all members of the community can thrive personally and professionally.”*



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Gustavus Adolphus College Wellness Model



PURPOSE

In a collaborative team, these two groups came together to:

1. develop a model of peer-based, group well-being coaching to support a cultural shift toward greater overall well-being on an academic campus;
2. to pilot this model with staff and faculty, prior to bringing to the student body



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METHODS

- Jan to May, 2012, blended design team developed a new group well-being coaching model and the curriculum for training.
- June, 10 Gustavus staff, one faculty, and two community professionals took part in a three-day wellbeing coaching training, including deep listening skills, effective questioning, mindful presence, and goal setting.



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BE u



**GROUP PEER-BASED
WELLBEING COACHING**

GUSTAVUS and UMN



TRAINING OBJECTIVES (participant)

- Increased self-awareness—physically, mentally, emotionally and spiritually
- Increased ability to authentically communicate with others
- Increased ability and desire to be in the present moment
- Increased ability and willingness to actively support safe relational space
- Heightened self-empowerment and internal responsibility in making choices which support Well-being at all levels.



TRAINING OBJECTIVES (participant)

- Enhanced understanding of one's self
- Increased personal resiliency and ability to navigate the stresses and challenges of contemporary life in a way that fosters optimal creativity, joy, health, and productivity
- Increased ability to recognize the importance and validity of self-care
- Increased ability to identify and apply tools for self-awareness, stress management, emotional intelligence, and conscious relationship.



TRAINING OBJECTIVES (PEER-FACILITATOR)

- Agreement to follow Group Ground Rules
 - Define Confidentiality for Group Safety and Freedom
 - Discuss Consistent Expectations
 - Describe and support group values and code of conduct
- Facilitative leadership
 - Demonstrate directing and re-directing
 - Create non-judgmental atmosphere
 - Track and manage participant engagement
 - Manage time flow of group meeting



METHODS

- Of those 13 participants, 8 went on to facilitate four, peer-based coaching groups for 14 Gustavus faculty and staff.
- During summer, groups met 5 to 7 times.
- At the end of each session, participants completed basic evaluation questions:
 1. **Please rate your overall experience in your coaching group today (1-4)** (1 =not satisfied, 2= satisfied, 3= very satisfied, and 4= extremely satisfied)
 2. **Please identify anything you could have done to improve our experience/rating in today's group?**
 3. **Any additional comments?**



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METHODS

On-going:

- During fall, one group of 6 met for 8 weekly sessions.
- In 1/2013, four coaching groups (6 each) met for the four week J-term.
- Some of these faculty facilitators have gone on to mentor students who were trained in Aug. to lead groups of Sophomores as part of a prospective, controlled pilot study in Spring 2013. (Sommer; Bennett)



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RESULTS...on-going

The avg. rating from summer participants was 3.6, fall and J-term evaluations both avg 3.4.

Qualitative feedback was also highly favorable:

- “The power of authentic communication, support without fixing is a good way to be.”
- “I was able to share my deepest thoughts.”
- “I was honest.”
- “It was wonderful hearing myself talk and set some beginning goals.”
- “Shifted from thinking to doing”



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RESULTS—challenges identified

- “Struggled with the impact of friendship and wanting to help/fix/offer a solution”
- “Facilitator struggled with a balance between maintaining the structure of the group while also letting the group be what it needs to be for the members.”
- “Facilitator can be more relaxed/go with flow of process instead of married to structure.”
- “I need to learn how to ask more open questions, rather than giving directions.”



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CONCLUSION:

1. This group coaching model, and the pilot for faculty and staff was well received and satisfactory to participants.
2. Faculty/staff groups allowed us to develop model, training, and gain insights from on-going peer group coaching sessions.
3. This experience has laid helpful groundwork for supporting subsequent student peer-based group coaching initiative, which began in August. (See separate presentation about student pilot evaluation)



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